

Social Studies: Example Assessment Types and Item Specifications

The following are examples of assessment types that were developed to reflect the depth and breadth of Maine's *Learning Results* in social studies. Table 1 provides a general description of each assessment type and MAP or LAD assessment examples that meet the items specifications for that type. The sample assessment types should not be interpreted as requirements, but rather representations of the variety of strategies available to capture the depth and breadth of Maine's *Learning Results* as you consider the concepts of "Form and Function". Tables 2-5 are item specifications for each of the assessment types listed and provide guidance for developing assessments locally. The packet contains examples of each assessment type after the item specifications and concludes with an inventory of assessments available through the Maine Assessment Portfolio (MAP) and Local Assessment Development (LAD) web sites. **The MAP or LAD assessments used as examples in this packet were chosen because they were crisp examples of the assessment type and should not be construed as suggestions for a distribution of assessments for certification at the 5-8 or 9-12 grade span. It should also be noted that additional assessments may be developed.**

Table 1: Example Social Studies Assessment Types with Example Items*.

Example Social Studies Assessment Types Based Upon Form and Function Reflected in Maine's <i>Learning Results</i>	Example Grades 5-8 and 9-12 MAP and LAD Assessments
<p>Bundle – A bundle is a set of questions with any combination of selected response, short answer and/ or short constructed response questions that assess a single performance indicator or two related performance indicators. Bundles should have a minimum of 12 units with each selected response item counting as one unit, each short answer counting as two units, and each short constructed response item counting as four units. This is to ensure that the bundle contains sufficient evidence to help contribute to decisions regarding patterns of performance across the content area. Each indicator is scored on a single rubric. A weak performance on a bundle should be replaced with a bundle in the same content standard.</p>	<p><i>Brown v. Board of Education</i> LAD 9-12</p> <p><i>Change and Settlement</i> LAD 5-8</p>
<p>Structured Response – A structured response assessment provides the student with a set of guiding questions and/ or formats in which to respond to a topic, problem or geography skill. Students will explain, identify, describe, and make connections between and/ or among places, issues, events, concepts, and ideas important in social studies. This assessment type is often appropriate for Geography A. Skills and Tools. A structured response is either scaffolded or has multiple steps and the student does not have to make decisions about the questions that need addressing, nor the format in which to respond.</p>	<p><i>Democratic Ideals</i> LAD 9-12</p> <p><i>Trade and Specialization</i> LAD 5-8</p>
<p>Critique Analysis – A critique analysis assessment allows students to make some decisions about the topic, process, product or context. Students will analyze, synthesize, evaluate, and persuade using primary and secondary sources such as documents, eye witness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, maps, written text and media. There are three types of critique analysis:</p> <ul style="list-style-type: none"> ○ Issue/ Event Analysis, ○ Interpretation, and ○ Reasoned Persuasion. 	<p><i>Themes & Perspectives</i> MAP 9-12 (Event Analysis)</p> <p><i>Foreign Policy Powers</i> LAD 5-8 (Issue Analysis)</p> <p><i>The John Marshall Court</i> LAD 9-12 (Interpretation)</p> <p><i>Analysis of Theme Perspective</i> MAP 5-8 (Interpretation)</p> <p><i>Public Policy Issue</i> MAP 9-12 (Reasoned Persuasion)</p> <p><i>Your Position Please</i> LAD 5-8 (Reasoned Persuasion)</p>

Social Studies: Example Assessment Types and Item Specifications

<p>Research Project – A research project allows students to conduct research on topics, events, problems or issues by generating ideas and questions and/or by posing problems. The student selects, organizes and analyzes data from a variety of sources (primary and secondary) to communicate their discoveries in ways that are developmentally appropriate, align with the grade span expectations in Maine’s <i>Learning Results</i>, and suit the purpose and audience.</p> <p>The final/ culminating research product may take various forms, such as written, presentation, simulation, re-enactment, role-play of an event / process, or model of a place, event, or abstract concept.</p>	<p><i>Geography: Impact of Movement</i> MAP 9-12</p> <p><i>Immigration to America</i> LAD 5-8</p>
--	---

*ASSESSMENT TYPES REPLACEMENT

A weak performance on an assessment must be replaced by another assessment that ensures a variety of types, reflects the belief that form must serve function, and maintains distribution across the content area (each content standard must be measured).

CONSIDERATIONS

To thoughtfully implement these rules, each school administrative unit should consider:

- Choosing replacements that address content as close to the content of the original assessment as possible, and at least within the same cluster.
- Developing a process for scheduling and administering original assessments that minimizes the need for replacement assessments while maintaining the efficiency of the system.
- Determining the level of instruction/remediation and ongoing assessment required before allowing a replacement opportunity.
- Determining which assessments measure broad content or process skills (such as a research project or health plan) and may be repeated, and which assessments must be replaced with a completely different assessment. It is not the intent of replacement that students continually retake the same assessment. (See Bullet 3 in the above Rules.)

Social Studies: Example Assessment Types and Item Specifications

Assessment Type Specifications: Tables 2-5 provide sample item specifications for each of the assessment types identified. Specifications for the assessment types are important in order to allow developers, whether state (MMSA) or local districts, to build comparable assessments for replacement.

Table 2: Social Studies Bundle Specifications

Bundle Specifications	Suggested Cluster/Standards/Performance Indicators Assessed	Suggested Structure/Format/Setting	Example MAP or LAD Assessments for Grades 5-8 and 9-12
<p>Description: In this assessment type, students respond to a combination of selected response, short answer, and short constructed response items that assess a single performance indicator or two related performance indicators. If two indicators, each is scored on a single rubric.</p>	<p>All Social Studies content clusters</p>	<p>Students Interaction: The student responds to a set of questions and makes no decisions about the format, content, or structure.</p> <p>Structure: Bundles should have a minimum of 12 units with each selected response item counting as one unit, each short answer counting as two units, and each short constructed response item counting as four units. This is to ensure that the bundle contains sufficient evidence to help contribute to decisions regarding patterns of performance across the content area. Bundles cannot include only selected response items.</p> <p>Setting: The student works independently in a classroom setting.</p>	<p><i>Brown v. Board of Education</i> LAD 9-12</p> <p><i>Change and Settlement</i> LAD 5-8</p>

Social Studies: Example Assessment Types and Item Specifications

Table 3: Social Studies Structured Response Specifications

Structured Response Specifications	Suggested Cluster/Standards/ Performance Indicators Assessed	Suggested Structure/Format/ Setting	Example MAP or LAD Assessments for Grades 5-8 and 9-12
<p>Description: In this assessment type, students are provided a set of guiding questions and/or formats in which to respond to a topic or problem. Students will explain, identify, describe, and make connections between and/ or among places, issues, events, concepts, and ideas important in social studies. A structured response is either scaffolded* or has multiple steps. Each indicator is scored on a single rubric.</p> <p><i>* Scaffolding refers to support and structure provided to help students know what to do and to better articulate their understandings.</i></p>	All Social Studies content clusters	<p>Students Interaction: The student responds to a scenario or information provided and makes limited decisions about the format, content, or process.</p> <p>Structure: Structured response items include a set of guiding questions or prompts.</p> <p>Interaction of process and content: Process demonstrated in the application of content.</p> <p>Setting: Structured response items are treated as a whole. The items may be on demand or take more than one class period to complete or require extended time.</p>	<p><i>Democratic Ideals</i> LAD 9-12</p> <p><i>Trade and Specialization</i> LAD 5-8</p>

Social Studies: Example Assessment Types and Item Specifications

Table 4: Social Studies Critique Analysis Specifications

Critique Analysis Specifications	Suggested Cluster/Standards/Performance Indicators Assessed	Suggested Structure/Format/Setting	Example MAP or LAD Assessments for Grades 5-8 and 9-12
<p>Description: In this assessment type, students analyze, synthesize, evaluate, and persuade using primary and secondary sources such as documents, eye witness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, maps, written text and media. There are three types of critique analysis:</p> <ul style="list-style-type: none"> ○ Issue/ Event Analysis, ○ Interpretation, and ○ Reasoned Persuasion. 	All Social Studies content clusters	<p>Students Interaction: The student selects or is provided with the topic, issue, or event to be researched and analyzed. The student makes significant decisions about the format, content, process, or product.</p> <p>Structure: The product can take various forms (e.g., a written essay, editorial, poster or brochure) that demonstrate interpretation, issue/ event analysis, or persuasion.</p> <p>Setting: The student works over a period of time (days, periods, blocks) depending upon the nature of the research required.</p>	<p><i>Themes & Perspectives</i> MAP 9-12 (Event Analysis) <i>Foreign Policy Powers</i> LAD 5-8 (Issue Analysis)</p> <p><i>The John Marshall Court</i> LAD 9-12 (Interpretation) <i>Analysis of Theme Perspective</i> MAP 5-8 (Interpretation)</p> <p><i>Public Policy Issue</i> MAP 9-12 (Reasoned Persuasion) <i>Your Position Please</i> LAD 5-8 (Reasoned Persuasion)</p>

Social Studies: Example Assessment Types and Item Specifications

Table 4a: Social Studies Critique Analysis: Issue/ Event Analysis

Critique Analysis Categories	Suggested Cluster/ Standards/ Performance Indicators Assessed	Skills and Processes	Example MAP or LAD Assessments 5-8 and 9-12
Issue/ Event Analysis – Students will examine and analyze an issue or event of importance in social studies.	All Social Studies content clusters	<p>Recommended Skills and Processes:</p> <ul style="list-style-type: none"> *A statement of the issue or event and its significance. *A description of the significant components of the issue or event and of the relationships among those components. *An understanding of different perspectives on the issue or event. *Conclusions that are logical and consistent with the analysis. 	<p><i>Themes & Perspectives</i> MAP 9-12 (Event Analysis)</p> <p><i>Foreign Policy Powers</i> LAD 5-8 (Issue Analysis)</p>

Social Studies: Example Assessment Types and Item Specifications

Table 4b: Social Studies Critique Analysis: Interpretation

Critique Analysis Categories	Suggested Cluster/Standards/ Performance Indicators Assessed	Skills and Processes	Example MAP or LAD Assessments 5-8 and 9-12
Interpretation – Students will explain and interpret aspects or parts of a topic, issue, event, experience or idea of importance in social studies.	All Social Studies content clusters	Recommended Skills and Processes: *An explanation of the subject to be interpreted. *An identification of relationships, comparisons, and logical inferences. *A presentation of logical conclusions.	<i>The John Marshall Court</i> LAD 9-12 (Interpretation) <i>Analysis of Theme Perspective</i> MAP 5-8 (Interpretation)

Social Studies: Example Assessment Types and Item Specifications

Table 4c: Social Studies Critique Analysis: Reasoned Persuasion

Critique Analysis Categories	Suggested Cluster/Standards/ Performance Indicators Assessed	Skills and Processes	Example MAP or LAD Assessments 5-8 and 9-12
Reasoned Persuasion – Students will state a position on an issue or subject of importance in social studies and use logic to defend it.	All Social Studies content clusters	Recommended Skills and Processes: *A statement of the position to be argued. *A presentation of relevant information in support of the position. *A demonstration of logic in support of one's position.	<i>Public Policy Issue</i> MAP 9-12 (Reasoned Persuasion) <i>Your Position Please</i> LAD 5-8 (Reasoned Persuasion)

Social Studies: Example Assessment Types and Item Specifications

Table 5: Social Studies Research Project Specifications

Research Project Specifications	Suggested Cluster/Standards/ Performance Indicators Assessed	Suggested Structure/Format/Setting	Example MAP or LAD Assessments 5-8 and 9-12
<p>Description: In this assessment type, students conduct research on topics, events, problems or issues by generating ideas and questions and/or by posing problems. The student selects, organizes and analyzes data from a variety of sources to communicate their discoveries in ways that are developmentally appropriate, align with the grade span expectations in Maine’s Learning Results, and suit the purpose and audience.</p> <p>The final research product may take various forms, such as:</p> <ul style="list-style-type: none"> ○ Written (E.g., paper, report, brochure) ○ Presentation (E.g., oral, exhibition, PowerPoint) ○ Simulation, Re-enactment, or Role-play of an event or process (E.g., Presidential Inauguration, Storming of the Bastille, the Judicial process) ○ Model of a place, event, or abstract concept (E.g., Medieval village, Catapult, Interrelationships of world economies) 	All Social Studies content clusters	<p>Students Interaction: The student selects or is provided with the topic or question to be researched. The student makes significant decisions about the format, content, process, or product.</p> <p>Structure: The product can take various forms (e.g., a written product, presentation, simulation, model, etc.) but may include the following essential skills:</p> <ul style="list-style-type: none"> ○ Identify and explain the research topic ○ Formulate research question(s)/ or hypothesis ○ Employ effective search strategies ○ Select, organize and analyze information ○ Communicate research findings ○ Acknowledge research sources appropriately <p>Interaction of process and content: The content is the research topic and is communicated through the research and presentation processes.</p> <p>Setting: The student works in the classroom and may go beyond the classroom through independent research. The timeframe varies depending on the depth of the research and grade span where the research is conducted.</p>	<p><i>Geography: Impact of Movement</i> MAP 9-12</p> <p><i>Immigration to America</i> LAD 5-8</p>

*** Please note that “Simulations, Re-enactments, Role Play” and “Model Construction” have been folded into the “Research Project”. This differs from the June 2003 version.